

# Rhode Island Early Learning Standards



## RIELS NEXT STEPS WORKSHOP SERIES

### REGISTRATION INFORMATION

The RIELS Next Steps workshop series offers a menu of three-hour sessions designed to extend the learning of participants who are current or past participants in RIELS professional development.

Participants **must** register using Rhode Island Department of Education on-line workshop registration system at [www.eride.ri.gov/workshopreg/](http://www.eride.ri.gov/workshopreg/).

- A. Participants who are known to RIDE may enter "user login" and "password".
- B. Participants who are new to RIDE Workshop Registration can create a new user account by clicking on the word "here" at the end of the statement: You may also create a workshop registration account by going **here**.  
*Be sure to enter accurate email information as this information will be used to contact participants in the event of any changes.*

Once you have entered the system, follow these instructions:

1. "Welcome to the RIDE Workshop Registration System" page will appear. All Next Steps workshops have the prefix "RIELS Next Steps Session "
2. Select Diverse Learners for a complete list of all Next Steps sessions.
3. Select the workshop by referring to the description on the Next Steps handout. Please note the workshops are listed by number and subject.
4. Register for the workshop by following these instructions:
  - Click on the title
  - Read the description, date and time.
  - Click on the green "Register" button on the top right side of your screen
  - Click the box adjacent to "Register" on the left side of the panel
  - Click "Register" on the right side.
  - "You have successfully registered for this workshop on the following dates" will appear
  - Sign out
5. Remember to check your email prior to the event for any important updates.

Participants, who are not attending Next Steps sessions as a part of a course requirement, will receive RIDE Professional Development Credits.

| RIELS Next Steps Topics  | Target Audience             | Abstract   | Presenter(s)  | Date  | Location                                  |
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| <b>Session 1:</b> Portfolio Refresher  | Teachers and Administrators | <p>Program administrators who have completed Level III training and teachers who have completed Level II are invited to attend this session as a team to move forward on both Program and Practitioner Portfolios. In the first half of the session, team members will update their program assessment and refine program improvement goals. In the second half of the session, teachers will focus on their professional development goals and work with administrators to brainstorm opportunities to move forward on these goals using resources both within and outside the program.</p> <p>Note: If you have never developed a Program and Practitioner Portfolio, please contact Karen Pucciarelli prior to registering for this session at <a href="mailto:Karen.Pucciarelli@ride.ri.gov">Karen.Pucciarelli@ride.ri.gov</a> #222-8955</p> | <p><b>Karen Pucciarelli,</b><br/>Coordinator, RI Early Learning Standards Project</p> <p><b>Courtney Read,</b><br/>RIELS Professional Development Coordinator</p> | Saturday<br>October 23<br>2010<br>9:00-12:00  | <b>URI<br/>PROVIDENCE<br/>ROOM 244</b>    |
| <b>Session 2:</b> Aligning Curriculum to the RI Early Learning Standards (Content)<br><br><b>Physical Health and Development</b> | Teachers and Administrators | <p>Young children's brain development and future health and well-being are directly related to physical activity and movement.</p> <p>This experiential, interactive workshop will introduce key concepts from the <i>I am Moving, I am Learning</i> national training for preschool leaders and provide participants with motivation and practical examples for infusing intentional movement into all that they do.</p>  | <p><b>Kimberly O'Connell,</b><br/>Intervention Specialist<br/>Providence Public Schools</p>   | Saturday<br>November 13<br>2010<br>9:00-12:00 | <b>URI<br/>PROVIDENCE<br/>PAFF AUDIT.</b> |
| <b>Session 3:</b> Aligning Curriculum to the RI Early Learning Standards (Content)<br><br><b>Science</b>                         | Teachers and Administrators | <p>The essence of science is discovery. Development for young children is achieved when experiences based on explorations and investigations are created in the classroom.</p> <p>This session will offer participants the opportunity to engage in several hands-on approaches to scientific learning that incorporate innovation, learning goals, developmental competencies and appreciation for the natural world. Individuals will be able to collaborate and incorporate new ideas into all areas of their curriculum.</p>   | <p><b>Chris Hitchner,</b><br/>Early Childhood Specialist<br/>Roger Williams Park Zoo</p>  | Tuesday<br>November 30<br>2010<br>6:00-9:00   | <b>URI<br/>PROVIDENCE<br/>Room 260 A</b>  |

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| <b>Session 4:</b> Aligning Curriculum to the RI Early Learning Standards (Content)<br><br><b>Mathematics</b> | Teachers and Administrators | <p>This session is especially relevant for early childhood professionals who want to enhance curriculum and focus on the area of Mathematics. Facilitators will provide many opportunities for hands-on exploration to support participants in weaving mathematical concepts into all areas of the early childhood classroom.</p>  | <b>Sharon Greenwood and Ann Twomey</b><br><br>Mentor Teachers,<br>URI Child Development Center   | Saturday,<br>December 4<br>2010<br>9:00-12:00  | <b>URI<br/> PROVIDENCE<br/> PAFF AUDIT.</b> |
| <b>Session 5:</b> Intentional Play-The Foundation for Learning (Process)                                     | Teachers and Administrators | <p>Revisit the importance of play as a critical process through which children learn. Research, theory, and best practice will serve as the basis for important discussions that will inspire the development of program philosophies and implementation of teaching practice in high-quality Standards-based programs.</p>  | <b>Phyllis Penhallow,</b><br><br>RIELS Consultant and Adjunct HDF Faculty<br><br>URI   | Tuesday<br>December 14<br>2010<br>6:00-9:00    | <b>URI<br/> PROVIDENCE<br/> PAFF AUDIT.</b> |
| <b>Session 6:</b> Improving Curriculum<br><br>Teaching and Facilitating                                      | Teachers and Administrators | <p>Research spearheaded by Robert Pianta , University of Virginia points to the strong link between teacher-child interactions and positive child outcomes.</p> <p>Participants will learn about the CLASS observations tool developed as an outgrowth of this research and focus on teaching practices that have the greatest impact on children's development and learning.</p>  | <b>Tracey Whirly Maron</b><br><br>RIELS Consultant and CLASS Certified Trainer   | Saturday<br>January 15<br>2011<br>9:00 - 12:00 | <b>URI<br/> PROVIDENCE<br/> PAFF AUDIT.</b> |
| <b>Session 7:</b> Improving Curriculum:<br><br>Environments and Materials (Context)                          | Teachers and Administrators | <p>Teachers and administrators who have identified improving classroom environments as a program and/or professional development goal will be interested in this session.</p> <p>Participants will learn about quality indicators used in the Early Childhood Environmental Rating Scale (ECERS) and explore how this information can be used to assess and improve their teaching practice in this important component of quality curriculum.</p> | <b>Andrea Underwood,</b><br>Program Officer<br>Rhode Island LISC<br><br><b>Stephanie Enos,</b><br>RIELS Consultant and Preschool Approval Specialist, RIDE | Thursday<br>January 27<br>2011<br>6:00-9:00    | <b>URI<br/> PROVIDENCE<br/> ROOM 244</b>    |

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| <b>Session 8:</b> Improving Child Assessment Practices  | Teachers and Administrators | <p>This session is designed to meet the needs of early childhood professionals who have identified child assessment as an area where they would like to grow professionally. Participants will develop a plan for implementing focused observations and practice the skill of documentation so that they can fully utilize child assessment information in curriculum planning.</p>   | <b>Holly Ayotte</b><br>RIDE Consultant<br>Teaching Strategies GOLD Trainer   | Tuesday,<br>February 15<br>2011<br>6:00-9:00  | <b>URI<br/> PROVIDENCE<br/> PAFF AUDIT.</b> |
| <b>Session 9:</b> Aligning Curriculum to the RI Early Learning Standards (Content)<br><br><b>Literacy</b>           | Teachers and Administrators | <p>This session will focus on the importance of Literacy in the early childhood environment, and give participants an opportunity to explore the components of high quality Literacy instruction. Individuals who are looking to develop the area of Literacy in their curriculum will appreciate this session which offers a multi-cultural perspective.</p>   | <b>Laura Harper</b><br>Associate Professor<br>URI College of Human Development<br><br><b>Bonnie Lilienthal</b><br>Senior Children's Librarian<br>Providence Public Library | Saturday<br>February 26<br>2011<br>9:00-12:00 | <b>URI<br/> PROVIDENCE<br/> PAFF AUDIT.</b> |
| <b>Session 10:</b> Improving Family Engagement<br><br>Building a Continuum of Meaningful Opportunities for Families | Teachers and Administrators | <p>Families are as individual as their children. Preschool leaders can recognize the unique strengths that family members bring into their program, and parlay these characteristics into a variety of meaningful activities and experiences. This session will include investigation of ideas and collaboration with colleagues on family engagement strategies that will suit all.</p>  | <b>Courtney Read</b><br>RIELS Professional Development Coordinator and Adjunct Human Services Faculty, CCRI  | Saturday<br>March 5<br>2011<br>9:00-12:00     | <b>URI<br/> PROVIDENCE<br/> ROOM 244</b>    |
| <b>Session 11:</b><br>Early Childhood Special Education: Developing and Implementing Effective Collaboration        | Teachers and Administrators | <p>Effective collaboration with families and LEAs is critical when serving young children with disabilities in high-quality inclusive settings. Teachers and administrators will learn about the structure of the early childhood special education system and process. Emphasis will be placed on the important role early childhood educators can play in the development and implementation of the individual education program (IEP). In addition, participants will discuss how they can differentiate teaching to best support instruction.</p> | <b>Ann Turrell,</b><br>Early Childhood Education Specialist<br>RIDE  | Thursday,<br>March 24<br>2011<br>6:00-9:00    | <b>URI<br/> PROVIDENCE<br/> PAFF AUDIT.</b> |

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| <b>Session 12:</b> Designing Systems of Support   | Administrators              | <p>Recognizing that teaching staff are their greatest resource, administrators often struggle to find ways to acknowledge teachers' contribution and support their ability to improve child outcomes in an ongoing way.</p> <p>In this session, educational leaders will review the RIDE guidance pertaining to Systems of Staff Support, receive an update on the state's efforts to develop a set of Core Competencies for early childhood professionals, and engage in dialogue with leaders of RI's Early Childhood Professional Development System to explore ways to respond to the emerging professional development needs of early childhood programs.</p> | <p>Karen Pucciarelli,<br/>Coordinator, RI<br/>Early Learning<br/>Standards Project</p> <p>Representatives<br/>from RI's<br/>Professional<br/>Development<br/>System</p>                                  | <p>Saturday<br/>April 9<br/>2011<br/>9:00-12:00</p>  | <b>URI<br/>PROVIDENCE<br/>PAFF AUDIT.</b> |
| <b>Session 13:</b><br>Culturally Responsive Assessment Practices with Young English Language Learners | Teachers and Administrators | <p>In place of the traditional practice of schools focusing on finding a child's deficit, this training will help educators look at student performance as the result of interactions between the individual and cultural contexts. Strength-based assessment directs the professional to identify and build upon the existing strengths and skills that the child and family present.</p> <p>This workshop will provide an opportunity for early childhood educators to consider information gathering methods and approaches for observing and assessing how language and culture influences the development of an English Language Learner.</p>                 | <p><b>Phyllis Hardy,</b><br/>Equity<br/>Specialist/Equity<br/>and Diversity<br/>Programs</p> <p>New England<br/>Equity Assistance<br/>Center</p> <p>The Education<br/>Alliance, Brown<br/>University</p> | <p>Wednesday<br/>April 27<br/>2011<br/>6:00-9:00</p> | <b>URI<br/>PROVIDENCE<br/>PAFF AUDIT.</b> |
| <b>Session 14:</b><br>For Directors and Administrators ONLY   | Administrators only         | <p>This session has been reserved to focus on an emerging topic important to administrators of early childhood programs. Feedback will be gathered throughout the year to determine how this time will be best utilized.</p>   | TBD  | <p>Friday<br/>May 13<br/>2011<br/>1:00-4:00</p>      | <b>URI<br/>PROVIDENCE<br/>PAFF AUDIT.</b> |